

C  
L43J  
v.6<sup>5</sup>

# Why and Where



VI

INFORMATION OF VALUE TO  
YOUNG MEN AND WOMEN WHO  
EXPECT TO ATTEND COLLEGE



# WHY AND WHERE



INFORMATION OF VALUE TO  
YOUNG MEN AND WOMEN WHO  
EXPECT TO ATTEND COLLEGE



LAWRENCE UNIVERSITY BULLETIN

Volume VI.

Number 5

Entered at the Post Office at Appleton, Wis., as  
Second Class Matter





# Why?

## THE VALUE OF A COLLEGE COURSE

Will it pay to spend four years in college? Thousands of young people are asking this question. Certainly it will pay. The facts prove it. There is nothing which will tell so powerfully upon your happiness, success, and usefulness in life. The years spent in college are not wasting but saving time. You can take four years in college, and in ten years you will be occupying a better place, have a better social position, be more useful, and be making more money than if you had spent the entire ten years at work. The times demand trained men as has been the case in no other age. If you do not get the best preparation you will be distanced in the race. Do not go into the work of life like Ephraim—"a cake not turned," or a cake half baked. Said a student to a college president, "Do you think it will pay me to go through college? I want to get to work quick." "That depends," was the reply, "on the kind of a man you want to be. When God makes an oak he takes a hundred years; when he makes a squash he only takes six months."

**WHY GO TO COLLEGE?** Ponder these points: 1. Nobody, who has taken a college course, regrets it, but thousands regret it who have not done so. "My lack of a college education has been my thorne in the flesh."—Bishop John H. Vincent. "I never had a college education and all my work has been unsatisfactory to me because of it."..John G. Whittier.

2. It will increase efficiency. "An untrained mind is a dull tool."—Bishop W. F. McDowell. "If the iron be blunt and he does not whet the edge, then must he put to more strength."

3. It is the first duty of every person to make the most of himself. Gov. Russell well said our chief business is "not to make a living but to make a life." Said Bushnell, "the soul of all improvement is the improvement of the soul." The college improves the fiber of the man.

4. It widens the intellectual horizon and enables a person to come in touch with a larger world. The

college man views life not from the valley but the mountain top. "No perspective, no ambition." "Education is not to make us seem to be greater to the world, but that the world and life and all eternity may seem greater and richer to us."—Prof. W. Barbe.

5. It increases happiness, and helps make life "a glory rather than a grind." "The Sources of happiness lie not without but within the man, not in what he has but what he is."—Andrew Carnegie. "The great highway to happiness of the highest and finest kind leads across the campus and up to the college door."—Sir John Lubbock.

6. The college associations are of the greatest benefits. Not only does one receive a valuable social culture, but he makes acquaintances and forms friendships which are retained through life. It would pay to go to college, if we got nothing more than the contact with teachers and students we meet there. Thousands would affirm "that they are indebted to the cultivating influences of college friendship and college associations, for the germs of their best principles, their noblest aspirations, and their most refined tastes."—Ex-President Noah Porter.

7. A college course gives one a better chance to choose wisely one's proper work in life. Everywhere there are men who are like square pegs in round holes. In college one learns his aptitudes, adaptations, and affinities, and begins to realize what he can do best.

8. The college also gives a better knowledge of human nature and a saner outlook upon life.

9. The college course is a powerful help in the development of a noble character. This is especially true of the Christian college. Here we are daily brought in contact with life's highest ideals, and move in an atmosphere of intelligence and religious sentiment. Thousands began a Christian life in our Christian colleges.

10. A college course will help one more than anything else to succeed in life. "The recent report of the United States Bureau of Education shows that a boy with a common school education has practically one chance in 9,000 of general recognition as a successful man in some department of human endeavor and usefulness...A high school education increases his chances of success by about 22 times; while a college education gives a young man about 10 times the probability of success and advancement possessed by the high school graduate or about 200 times the opportunity open to a boy with only a common school education."

**WILL YOU STUDY LAW?** "It is evident that the opinion of those most competent to know is very largely to the effect that a mere high school training cannot be regarded as an adequate prepara-

tion for the study of law."—Report of American Bar Association, 1904.

"If possible get a thorough college education before you open a law book."—Albert A. Beveridge, United States Senator.

**WILL YOU STUDY MEDICINE?** "Every young man is almost certain to meet disappointment and failure if he begins the study of medicine today without adequate preliminary education. The high school course does not afford this."—J. M. Dobson, Dean Rush Medical College.

"It takes a broader mental horizon to be a physician than merely to practice medicine. \* \* \* For the highest professional success you can afford to take your time."—President David Starr Jordan.

**WILL YOU ENTER THE MINISTRY?** "No man ordinarily should enter a theological seminary without having first secured a college degree."—Edward L. Curtis, D.D., Dean of the Yale Divinity School. "It is only the outstanding student in the college who is called in this generation."—N. Dwight Hillis, D. D.

**WILL YOU TEACH?** Then you must secure a thorough education. The college is the place to go. It surpasses the Normal school, for its courses are far more extensive, its facilities are better, its work is more liberalizing and more inspiring and less technical; its atmosphere is better calculated to develop character. The Normal may do for those who are content with grade work, but for high school teaching and advanced work the college is necessary.

**WILL YOU STUDY ENGINEERING?** You should have a college course before taking up your professional training. "The man of liberal education is on the whole worth more to us than the man of technical education alone." "The career of civil engineer requires a special kind of preparation. So do the various occupations and professions. But no matter what particular thing you intend to do through life, it is the belief of most men who have given this subject any thought that a young man ought to take a complete general college course, and supplement this by special preparation for the particular work to which he intends to devote his life."—A. J. Beveridge, United States Senator.

**WILL YOU GO INTO BUSINESS?** "A college education gives a young man habits of study and application which are invaluable. He learns how to use his brains to better advantage than one who has not had that training."—W. F. Merrill, New York, New Haven and Hartford Railroad. "In my business I prefer men who have received a college education. In every walk of life the necessity of higher education is becoming more and more apparent all the time."—Mr. Seligman, Banker, New York.





# Where?

## REASONS WHY YOU CANNOT DO BETTER THAN TAKE YOUR COLLEGE COURSE AT LAWRENCE

"Lawrence University has been singularly successful in helping **MAKE MEN**; men and women in whom the **HIGHEST CULTURE** has been crowned with **HIGHEST CHARACTER** and whose lives have been devoted to useful service. **GENUINE SCHOLARSHIP** has always been at a premium, and graduates of **HIGH SCHOLASTIC ATTAINMENTS** have gone forth from its walls into all honorable vocations of life."—Rev. Chas. H. Payne, LL. D., former president of Ohio Wesleyan University, and late Secretary of the Board of Education of the Methodist Episcopal Church.

### I. THE LOCATION OF LAWRENCE IS BEAUTIFUL AND HEALTHFUL.

Lawrence is located in Appleton, a city of about 18,000. There is no more beautiful city in Wisconsin, and none of like population with a more cultivated people. More high grade lectures, concerts, and other musical and literary entertainments, are given in Appleton than in any city in the state with the exception of Madison and Milwaukee. **STUDENTS AT LAWRENCE CAN HEAR THE BEST MEN ON THE AMERICAN PLATFORM.**

The campus is beautifully situated on a bank of the magnificent Fox. It lies at the edge of the business section of the city, and is within three blocks of the public library and the principal churches. The campus is covered with great elms interspersed with maple and oak. The cement walks which thread the campus are bordered here and there by clusters of shruberry, while the principal buildings are well covered with English ivy, giving a restful and classic appearance. The general comment is, "What a beautiful campus."



**THE LOCATION OF THE COLLEGE IS ESPECIALLY HEALTHFUL.** Situated on a bluff a hundred feet above the river the drainage is perfect. The college has its own sewer system, its own wells, and every precaution is taken to make the health of students a prime consideration.

Note this testimony from a former graduate: "I am prouder of being a Lawrence man than of almost anything else of which I can boast. I love the place, and the remembrance of its quiet and beauty repeatedly appeal to me. I see the classic walls of University Hall covered with magnificent ivy where for over fifty years successive generations of students, many of whom are eminent now, have been taught. As one looks upon it, he recognizes the culture which belongs to age and stability; and at the same time he perceives in the new buildings that are going up about it the progressive spirit of the 'new Lawrence.' It is delightful to think that the ideals and spirit and beauty of such a place have in some measure passed into one's life to enrich and ennoble it. How much all graduates owe to our Alma Mater!"

## II. LAWRENCE HAS A SUPERIOR EQUIPMENT.

Lawrence has a very fine educational equipment. During the past ten years several excellent new buildings have been erected, large amounts of scientific apparatus have been purchased, new illustrative material has been secured, the library has been enriched and extended by the addition of several thousand volumes, scientific specimens have been collected, and all the departments built up and strengthened by increased facilities for work. **FEW COLLEGES CAN BOAST SO FINE AND UP TO DATE A PLANT.**

University Hall, the oldest of the group of splendid buildings, is a stone structure of attractive architecture, and contains the recitation rooms for the departments of language, history, literature, politics, and philosophy. Some of these rooms are unusually beautiful. No institution in Wisconsin, not excepting the state university, has as finely decorated and furnished lecture rooms. President Fellows of the University of Maine said after visiting some of the newly decorated rooms, "there are no recitation rooms in Harvard or Yale as beautiful as these."

Stephenson Hall of Science is a new building, and is not surpassed in architectural appearance and appointments for scientific work by any science building in an institution of college grade in the middle west. The president of a great university with

3,400 students said within three months, "We have a good science building but it does not come up to yours." This hall contains the lecture rooms for the classes in science; it has 15 rooms devoted to chemistry, 15 to physics, 9 to biology and botany, 4 to geology, a large museum, and several other rooms for special work...Its equipment of apparatus and furniture is extensive and up to date. If you want to study science, you can get the best of advantages at Lawrence.

The Carnegie Library has just been opened. It is the largest and most beautiful library building in the state with the exception of the public library at Milwaukee and the State Historical Library at Madison. Its arrangements are ideal, its furniture extensive and beautiful, and its accommodations for all kinds of work done in college unsurpassed. Besides having this magnificent library, there is a special Latin library of 1,500 volumes adjoining the Latin lecture room, and department libraries connected with each department of science, and with the Observatory.

The Underwood Observatory is a commodious building for the department of mathematics. It has a fine supply of mathematical instruments, and has a large and small telescope for the use of the students.

The Alexander Gymnasium was erected five years ago, and is commodious and well equipped. It contains two offices, a small assembly room, trophy room, gymnasium proper, locker rooms, bath rooms, swimming pool, bowling alley, measuring rooms and toilet rooms. It has a large equipment of desirable apparatus, and is in charge of a competent director.

Ormsby Hall and Ormsby Annex are two buildings which serve as dormitories for women. They accommodate over 130 girls, have beautiful parlors, and contain all modern conveniences. They provide attractive homes for women **AT A MODERATE EXPENSE.**

The School of Music is a commodious and attractive building for the use of the department of music. It has studios for the professors and a large number of practice rooms well equipped with musical instruments.

The university also has a beautiful home for the president and a central heating plant.

The trustees have decided to erect in the near future a fine Y. M. C. A. building and dormitory for men. The money has in part been subscribed and it is expected that within a few months this building will be added to those which already adorn the campus.

This brief description gives no idea of the equipment of Lawrence. Few colleges offer students equal advantages. Lawrence has the facilities for high grade work, and this is why its students are so well trained.

"Your equipment for strong work at Lawrence is in every sense first class."—Bishop J. F. Berry, LL. D.

### III. LAWRENCE HAS AN ENVIABLE REPUTATION.

**EDUCATORS BELIEVE IN LAWRENCE.** President Merrifield of the University of North Dakota in an educational address recently delivered in Chicago mentioned eight colleges in the middle west which he regarded as the best, and to be compared with Amherst, Williams, and Dartmouth in the East. Among these he mentioned Lawrence University.

"Lawrence has always done an exceptionally high grade of work and turned out a fine product of able and cultured men and women."—Bishop W. F. Mallalieu, LL. D.

"I have noted with pleasure the excellent work of Lawrence University. It is one of the best colleges in the country."—Bishop C. C. McCabe, LL. D.

"Lawrence University has sent many of its graduates to our professional schools and as cultured men, they are not, on the average, excelled by the graduates of any of our best colleges."—Ex-Pres. W. F. Warren, LL. D., Boston University.

"I have known of Lawrence University, at Appleton, Wis., for more than thirty years. I have met many of its graduates and am familiar with its reputation as an institution of learning. I say without hesitation that its reputation is first class."—Chas. V. Bardeen, late Justice Supreme Court.

"The institution has always done splendid work; it is ideally located and is well equipped in many lines."—Robert J. Gamble, U. S. Senator.

"They have the second school in the state. It may not be generally known although it is a fact, that Lawrence is a larger school than the state university was twenty years ago."—Milwaukee Free Press.

### IV. LAWRENCE IS THE RIGHT SIZED COLLEGE TO ATTEND FOR THE BEST ADVANTAGES.

It is generally conceded that for undergraduate work the ideal college is **ONE OF MODERATE** size. A small college lacks the enthusiasm which comes from a goodly company of students, and usually

does not have the organizations and variety of courses, or the equipment of a larger school. On the other hand a large university usually lays the emphasis on graduate, professional, and technical training, and turns the undergraduates over to tutors and instructors, usually young men without experience who work on very small salaries and are not equal to the professors of the small college. Acquaintance with teachers is not common, close supervision of the students work is not usual, and ideals of life are not as high. But little opportunity is given for participating in the work and responsibilities of student organizations. Men are more machine made and less "hand made." Living expenses are always much higher. A college of the size of Lawrence is the happy medium. It has neither the disadvantages of the small college nor of the great university, but represents the advantages of both. **THE MODERATE SIZED COLLEGE IS THE BEST.**

"A more serious complaint is that the lower class student has little contact with the stronger members of the faculty...This is probably under the existing conditions inevitable, but it is nevertheless greatly to be deplored."—Report of Committee appointed by the Legislature to investigate the University of Wisconsin, 1906.

"In the large colleges the students have no time to think. In my experience at Princeton, I have found that the best thinkers come from the little colleges of the Middle West."—Bliss Perry, Editor Atlantic Monthly.

"I believe that the American boy has better chances for education, for making a true success of his life in a college of not more than 300 students."—Hon. Elihu Root, Secretary of State.

The difference between a large university and a small college is that in a large university the student goes through more college, but in the small college more college goes through the student."

"So far as the life circle is concerned a small college is larger than a big university. In a big school the student touches elbows with more people. He sees more. He touches lives with far fewer. And it is the life touch that counts."—Dr. J. M. Baker.

President Garfield was once asked, "Why does Ohio exert such influence?" He replied: "Because Ohio has so many small colleges and no great university."

**NOTE THIS.**—Two years ago the University of Michigan sent four men to try the examinations for the Rhodes scholarship. All failed to pass. Albion college sent three and all passed. Last year the representatives from the larger universities in New



York all failed to pass the Rhodes scholarship examinations. The scholars so far sent from this country on this scholarship are mostly from small colleges.

Lawrence and the University of Wisconsin are the only schools in Wisconsin whose representatives have passed these examinations, each having sent one man to Oxford.

The School of Theology of Boston University gives one fellowship a year to some German University. So far 18 men have won the scholarship. Lawrence men have won it four times although representatives of over seventy colleges have been in competition.

## V. LAWRENCE HAS A STRONG FACULTY.

Lawrence has an especially strong faculty. Its teachers have had the best graduate training of American, or German universities. They are mature and experienced teachers. Besides being scholars, they are men and women of high Christian character, and take a personal interest in the students. No school in the state has a larger faculty in proportion to the number of students. The teaching force numbers thirty-three persons, all of whom are specialists. All departments found in a progressive modern college are ably manned.

"Lawrence has always had an exceptionally able faculty, but never so strong as today."—Rev. C. H. Payne, LL. D.

"You have surrounded yourself with a fine teaching force of able and scholarly men."—Bishop J. F. Berry.

Dr. Chas. Little says: "The problem of modern education is not to found the school but to find the schoolmaster." Lawrence has found the schoolmaster. Its faculty is the peer of any in the state.

"I gained much from my studies at Lawrence, but the greatest thing I gained was in knowing two of the professors. All I come to be in life will be largely due to them."—A. P. Anderson, Sect. Columbia Phonograph Co.

## VI. LAWRENCE GRADUATES SUCCEED.

Few colleges have so many eminent men on its graduate list. Lawrence is proud of those who have trained for their life's work within its walls. They are found at the front in many honorable and useful callings.

"I have never known any college so large a proportion of whose graduates turned out to be really

scholarly and successful men."—Pres. George M. Steele, LL. D.

Lawrence has now two representatives in the U. S. Senate. Two of the foremost presidents of the New England universities are graduates of Lawrence, besides others in other states. Two international secretaries of the Y. M. and Y. W. C. A. have Lawrence diplomas. To give a list of the successful students would be tedious. They are known as authors, statesmen, professors in great universities, editors, clergymen, physicians, business men, etc.

Lawrence graduates are eagerly sought. Those who wish to teach are so in demand that the college cannot supply the applications which come for teachers from principals of high schools and school boards.

"I have compared the alumni list of Lawrence with that of the University of Wisconsin and find that ten per cent. more of Lawrence graduates have attained eminence than of the graduates of the state university."—Rev. W. P. Stowe, D. D.

## VII. THE COURSES OFFERED AT LAWRENCE.

If you will study the Lawrence catalogue you will see that it is especially rich in courses offered. Compare it with the other colleges in the state, or any institution of college rank in the middle west, and you will note that no college offers a greater variety, a larger number, or a better selected list of courses. The work is arranged on the group system. A certain amount of work is required in each group to give the student breadth of intellectual outlook, although the particular studies chosen in the groups are determined by individual aptitude. Each student also chooses a major and a minor in which he specializes sufficiently to become thoroughly versed. By this method the general culture idea of the old college course is combined with the new thought about specialization.

The requirements for graduation are 134 semester hours, which is heavier than most colleges require, but the student gets the advantage of a more extensive training.

Besides the College of Arts courses are maintained in the School of Music leading to the degree of B. M. There are also diploma courses. All branches of music are taught.

The Academy is a secondary school where a student can obtain the best preliminary education. It has many advantages for those who desire to prepare for college.

The School of Oratory is an important department



of the college. It gives extensive courses which lead to graduation. Students are prepared for teaching expression and for work on the platform. The instruction in this department is superior. Anyone wishing work in oratory will do well to consider the advantages we offer.

The School of Commerce has two year and four year courses, a high school or academy graduation being required for entrance. A short course is also maintained with less entrance requirements.

We have just introduced a full series of courses in physical training for those who wish to teach the various branches of gymnastics. No other college in the middle west has such a list of courses. If you want to specialize in physical culture, come to Lawrence.

## VIII. THE SOCIAL LIFE AT LAWRENCE.

The social life at Lawrence is most enjoyable. The student body is a select company of high minded youth. Nowhere can you make more desirable companionships. The students are earnest in their work, but they also have the opportunities and organizations for most pleasant times. No life is happier than college life, and college life at Lawrence is at its best.

The Literary societies are four in number, two for men, and two for women. These have always been both literary and social centers. They hold receptions each year which are elaborate and elegant social functions. Twice each semester they have joint sessions when a pleasing entertainment is given, followed by a social and refreshments.

The Y. M. C. A. and the Y. W. C. A. have great influence in the social life of the college. They begin the school year with receptions to new students, and follow it with the "walk around." which is a most unique and pleasant social event. Everybody enjoys and remembers the "walk around" and old students each year return to join in its festivities.

The fraternities are three in number and the sororities four. They are associations of students supposed to have especial social affinities. The fraternities have homes of their own, most of the men living in them. They have many pleasant social gatherings during the years. The sororities have patronesses who often invite them to their homes, and give them elaborate receptions. They also have various other gatherings.

Twice each year the students are invited to the home of the President of the University for a re-

ception which is always largely attended and much enjoyed.

During the year various receptions and social events are given at Ormsby Hall.

The School of Music has a Glee Club, and each month gives a recital in the chapel. There is usually organized each year a choral union. The students have a brass band, an orchestra, a mandolin club, and other organizations.

Besides the organizations named above there are various clubs. The students in the Latin department meet each month, and after an interesting and helpful program in Latin, a social hour is enjoyed. The students in German also have a club, meeting once each week. All present converse in German. Once a year a German play is given in the chapel. The students in the French department do the same. There is also a chemical club, and several other associations of a similar character, connected with other departments of the college work.

The musical entertainments and the lecture courses which are given in Appleton are the best that can be secured. Courses are maintained by the Men's club of the Congregational church, and by the Men's club of the Methodist church. There are also courses given under other auspices. The college each year brings eminent lecturers to address the students in single and course lectures.

Besides the social organizations there are various other societies and boards for business and literary purposes, such as the Athletic board, the board of oratory and debate, the university club, and the societies formed by students who expect to enter some particular profession

## IX. LAWRENCE ATHLETICS.

Lawrence Athletics have always been a healthful feature of the college life, and provide no small part of the entertainment furnished students. There is a general athletic association under which all branches of athletics are organized. Besides the regular gymnasium classes under efficient teachers for both men and women, there are the teams for participation in the various sports. The gymnasium which is an excellent and well equipped building is open at all times for the use of students.

In foot ball Lawrence has a record that no other college in Wisconsin has and few colleges anywhere. For five years in succession it won the state college championship, and has only been defeated once by a college team in six years. Games are also played with the large universities, the universities

of Chicago, of Wisconsin, and of Minnesota having been regularly on our schedule.

Basket ball is much played at Lawrence. There are a number of teams, and each year there is a series of games played between the different classes. The college team has played the best teams in the middle west, and won more than two thirds of the games played.

In the spring comes base ball, and while not so much interest is taken in it, the college always has a team which gives a good account of itself.

The track team at Lawrence is always strong. Men on it have a number of times broken state records, and a couple of times the college record. It has repeatedly won over other colleges.

There are three athletic events each year of great interest held under the auspices of the athletic association. One is the pantathelon contest, an indoor track-meet between the college classes. It is an occasion of great class enthusiasm. Another is the basket ball tournament between the winning teams in high schools. It lasts three days and is participated in by champion high school teams from various parts of the state. The third is the Inter Academic Athletic Meet which occurs the third week in May and which is participated in by about 150 to 175 athletics from different high schools.

## X. SCHOLASTIC CONTESTS AND PRIZES.

There are several prizes offered by the college to high school students. The Inter-Academic Scholastic Contest occurs in May. Examinations are held in the following high school subjects: Latin, Greek, German, Literature, Mathematics, Science. The first prize in each of these subjects is \$30 in gold, and the second prize \$20 in gold. The student who is third best is given honorable mention, and the high school whose students take the greatest number of points is given the cup. Last year nearly eighty persons entered the examinations.

At the beginning of the Freshman year in 1906 four prizes of \$100 each were offered those students who attained the highest standing in a competitive examination in the high school Latin, English, and Mathematics. It is expected that these prizes will be continued in the future.

Various other prizes are open to members of the college. The Tichenor prize of \$50 is given for the highest standing attained in literature, the Moehlenpach prize of \$50 for the best thesis presented in po-

litical science; the McNaughton and Peabody prizes in Latin, the Brooks prize in Greek, the Hicks prize in composition, the President's prize in oratory, the Lewis prize for highest scholarship, and the university prize for the best oration are prizes extended to successful students.

The university offers a prize to each high school in the state as follows: The member of the senior class who attains the highest standing during his senior year is given free tuition and incidental fee for one year. The student who has the highest average standing during the entire high school course is given free tuition for four years.

## XI. LAWRENCE IS AN INEXPENSIVE COLLEGE.

The modern college is "a bargain counter." It offers the wealth of its equipment and instruction for almost no return. Never again in life will the student so nearly get much for nothing. The college asks of each student but a small fraction of what his education costs. Benevolent men who have put up buildings and given endowments, have made a college course possible to the poorest boy and girl. At Lawrence one can take a college course at a minimum of expense.

Why attend a large university where instruction will be no better than you can get at Lawrence, when it will cost you twice or three times as much?

A large university may have free tuition but the general expenses, the university life, the things you must do to be a real part of the university, make it a costly place to get an education. At Lawrence a student can get through a year comfortably on \$200, and many reduce their expenses to much less. Room and board can be secured at from \$3 to \$4 a week. Most students pay either \$3.25 or \$3.50. Other college expenses, tuition and fees, cost about \$1 a week.

We know no college equally good where expenses are so low.

A very large number of students, especially men, find work in the city and pay their own expenses. We presume that nearly 40 per cent of the men wholly or in part earn their way. Come to Lawrence if you have limited financial ability. Come anyway.

## XII. MORAL AND RELIGIOUS LIFE AT LAWRENCE.

Lawrence is a Christian, not a sectarian, college. Students from all denominations, including Jews and



Catholics, attend. The teachers represent different denominations. The Christian ideals, however, are high, and the religious helps many. Great effort is made by the teachers to assist students to an earnest Christian life. We know no college where the religious tone is higher.

The department of Biblical Literature provides special advantages in Bible study, and in other lines of religious interest. Dr. W. S. Naylor, Professor of English Bible, is a very able man, and offers a fine variety of courses. President Plantz offers courses in apologetics, and in the Science and Philosophy of Religion. There are classes in Hebrew and New Testament Greek for those who wish to acquaint themselves with the Biblical languages. Lawrence offers the largest number of courses on religion of any literary institution in the state.

The devotional services of the college are well attended and helpful. There is a daily chapel service. On Wednesday evening occurs the college prayer meeting, on Sunday evening from 7 to 8 the Y. M. and Y. W. C. A. devotional meetings. There are thirteen classes for the devotional study of the Bible under the auspices of the Christian associations. The interest in missions is extraordinary. There is a class conducted on missions in the Biblical department, a volunteer band, and a mission club under the lead of Dr. Naylor.

Special religious services are frequently held under the auspices of the college or the Christian associations.

The university service occurs once a month in the afternoon, when a sermon, especially applicable to students, is delivered.

"I have visited many of the colleges in the United States and am acquainted with their work, but I do not know any where the religious work is conducted on so wise a basis and is carried on with more success than at Lawrence University."—Bishop J. C. Hartzell.

"It is the glory of this institution [Lawrence University] that for fifty years it has been pre-eminent-ly a Christian college. Undoubtedly its all-pervasive and ever continuing religious spirit, its oft-repeated religious revivals, constitute the brightest gem that sparkles in the coronation of this Christian college."—C. H. Payne, LL. D., Ex-Sect. of the Board of Education of the Methodist Church.

### XIII. LAWRENCE HAS A GREAT FUTURE.

It is worth while to attend a growing and prosperous college, one which is surely destined to become

a great institution of learning. No college in Wisconsin has had the rapid growth which has attended Lawrence during the past ten years. The attendance has increased three fold, and the same is true of the endowment. Several buildings have been erected and a large amount of new apparatus purchased. From a Freshman class of thirty-three ten years ago; we have grown to have an entrance class of one hundred and twenty-six. The faculty has more than doubled, and the courses offered have been increased from fifty to one hundred and fifty-eight.

It is a matter worth considering that the General Educational Board of New York which proposes to help one of two colleges in each state which it considers to have the greatest prospects of development and usefulness, after having a couple of experts study the different colleges of the country for two years, choose Lawrence as one of the six first institutions to which it offered its assistance. The location of Lawrence and the vast territory contiguous to it in which there is no other college makes it certain that it will become one of the large colleges of the country.

The following editorial published in the Madison State Journal and written by a graduate of the University of Wisconsin, is interesting. (the italics are ours):

"We of the University of Wisconsin have looked around for various reasons to explain the cessation of our increase and in enumerating probable and possible causes have failed to take account of the competition of the small college. Many have alleged that we alone among the large colleges have failed to record the old time rate of increase. The phenomenon is nation wide. It affects all the large colleges. The small colleges are coming into their own, so far, indeed, that presently they will not be small colleges and those who believe that the small institution offers greater advantages than the large one will have nowhere to turn. Columbia College has but ninety freshmen in the college of arts and letters this year; Harvard's freshmen, which in 1902 exceeded 700, are barely 600 this year, while Williams College which did not have quite 400 students in 1902 now has 175 freshmen. Dartmouth has nearly 1,200 students today where it had 600 six years ago. Here in Wisconsin, for two years Beloit College has enrolled a freshman class of 125. **THE GROWTH OF LAWRENCE HAS BEEN EVEN FASTER AND A STRONG INSTITUTION IS DEVELOPING THERE IN THE NORTH OF THE STATE.** Ripon is growing rapidly after years of standstill. The idea used to prevail that you get more instruction at a big



college than at a smaller one, about as sensible as the theory that you could eat more in a large dining room than in a small one. Human capacity, intellectual and alimentary, is a constant quantity. The big institution in general does not give more instruction to the individual but the same instruction to more individuals.

The greatness of the big institution consists principally in duplicating and reduplicating the small institution. We teach more subjects than the small college, but we are liable to deception in thinking that we teach twice as many subjects because we are twice as large. More students and more professors of German, mathematics, chemistry, more recitation rooms to teach German, mathematics, chemistry. Both Beloit and Lawrence have better and bigger science buildings, gymnasiums, and libraries. Both are going forward rapidly. New endowments, new buildings constantly. They are rivals with us for the patronage of Wisconsin youth and the greatest cause of our small growth in recent years has not been foot ball defeats and the final culmination of a reformed foot ball, but the rapid and solid growth of the other institutions which draw from the same territory.

There is room for us all. We are big enough here at Madison. We have no reason to begrudge the deserved growing renown of our worthy rivals. They are helping educate Wisconsin, disseminating culture. Nor are they narrow and afflicted with purblind sectarianism. The atmosphere at Beloit has a puritan wholesomeness that is not oppressive. Five different religious bodies, including Judaism, are represented on the faculty of Lawrence and among the members of many churches who make up its board of trustees, are Catholics. The University of Wisconsin is no longer lording it over the collegiate in its own state. There was a time when its sister institutions afforded no rivalry worth mentioning, when it affected a smile of superiority that too often tended to be a sneer, but that is all over now. The small colleges are coming into their own all over the country. Wisconsin is far from being an exception to the rule in other states."

¶ Catalogues and all desired information sent free on application. Write the president  
SAMUEL PLANTZ LL. D.







C  
L43J

# College Life at Lawrence

---

Duplicate Collection  
University of Illinois Library



LAWRENCE UNIVERSITY BULLETIN

VOL. VI. :: FEBRUARY 5, 1907 :: NO. 6.

---

Entered at the Postoffice at Appleton, Wis., as second class matter.





# Intellectual Life at Lawrence University.

---

## IMPRESSIONS OF AN EYE-WITNESS.



COLLEGES exist primarily to serve the purposes of mental training and to diffuse the light of knowledge. Other things being equal, the college that best promotes and fosters the highest kind of intellectual life is the one that is best fulfilling its proper functions.

A short sojourn at Lawrence suffices to enable one to gain definite impressions of the salient characteristics of her intellectual life. My earliest impression came from the observed fact that the students, almost without exception, were perfectly at home when on their feet in the presence of an audience; their ease of manner and self-confidence seemed to me quite unusual and most admirable. I had come from a large university where only the favored few had the opportunity of securing a training in public speaking, while still fewer became skillful in this most valuable accomplishment. But at Lawrence, as I soon learned, practically all the students were members of some one of the literary societies and thus became adepts in debate, in managing assemblies, in parliamentary procedure, and in general platform work. All had a part in the program repeatedly and in various capacities. It was further true that in the various college organizations there were, in comparison, with the small number of students, so many offices to be filled and so many committees to be appointed that almost everyone, sooner or later, held offices, and, as a rule, several different offices before finishing his course.

There are four literary societies—two for men, the Philalathean and the Phoenix, and two for women, the Athena and the Lawrean. The men have two attractive rooms in University Hall, while the women have recently been assigned commodious apartments in the new Carnegie library. These rooms are provided with pianos and suitable furnishings.

### THE SCHOOL OF EXPRESSION.

IN addition to this large experience of a general and miscellaneous character in public speaking, the Lawrence student has all the opportunities offered by The School of Expression with its many excellent courses. This

school is most efficiently organized and equipped. All students are required to take in this school the General Culture Course extending through two years. For the special list in this work, there are these courses: the Public Reader's, the Dramatic Art, the Public Speaker's and the Teacher's course.

There has been organized also, an Expression Arts Club, which holds weekly meetings.

In this connection should be mentioned the class in debate, which affords a formal training in this art. Many avail themselves of the privileges of this class, especially those interested in political and sociological



UNIVERSITY HALL.

questions. From this class come those trained logicians who are winning so many of the intercollegiate debates.

#### THE LAWRENCE GRADUATE'S SUCCESS.

A SECOND observation made at Lawrence strongly impressed me, viz., the readiness with which the graduates secured positions. College life is cast in a community that forms a little world all by itself. It is always

a crucial time when the student is to leave this narrower circle for the larger one of the business world and often he experiences difficulty in making proper connections with the new environment. In the large university, I had noticed that it was the rule that some of the graduating class each year would fail to find acceptable places and therefore must wait one or more years. When my first June at Lawrence came, I was surprised therefore to learn that all the seniors had secured positions. This experience was repeated the following June.

Further than this, I discovered that the Lawrence graduate was making a large place for himself in the world of influence. Even the youth of ordinary mental endowment and indifferent scholarship was found, after leaving college, doing an exceedingly creditable work and stamping his impress indelibly upon his age and generation. The only explanation I can give to account for this unusual manifestation of power in the Lawrence alumnus is the fact that he has been inspired by the ideals constantly presented to his gaze while at college. He has not been lost in a throng of thousands, but has stood out as an individual; he has come into personal contact with his teachers and has been incited by them to make the very most of his innate powers; he has been filled with the spirit of enthusiastic altruism, and, believing that he has a mission in the world, he determines to attain the best possible for him.

Not long since there appeared in a well-known periodical an able article in which a father accuses his son's college professor of being unacquainted with the members of his classes and indifferent to their personal welfare. This son had wished counsel on some of the vexed problems that concerned his future work in life, but had not found his teacher accessible. The state of affairs criticised in this article does not obtain at Lawrence, but quite the reverse. The Lawrence instructor has an interest in the student that is much more than professional. He makes it clear that his chief work is to be the student's friend and counsellor. He exerts himself to know his students intimately, and considers it the highest privilege to be able to give personal help to those temporarily within the sphere of his influence. To the student this personal touch of the experienced educator is of inestimable value.

#### THE LAWRENCE FACULTY.

THE members of the faculty are largely responsible for the intellectual life of a college. The Lawrence professors are, for the most part, young men in the prime of life. They are specialists in their respective subjects,

who have sought, in the great centres of culture on both sides of the Atlantic, the fullest preparation for their chosen work. They are progressive and enthusiastic and have chosen teaching as a life business. They are more than specialists; they are practical teachers. Too often the inexperienced doctor of philosophy comes to his work with visionary ideas about methods of teaching. The methods of the seminar, having to do mostly with research and investigation, are forced upon the innocent undergraduate to his harm and loss. Such a teacher does not take into consideration the mental status and the needs of the student. The Lawrence professor, however, is eminently practical. He makes fullest use of maps, charts, photographs, stereopticons, libraries and laboratories. He does not believe in the lecture system in its extreme form; if he gives instruction by lectures, abundant collateral reading is required of the class and frequent quizzes given. Moreover, the man is not lost in the professor. He is in complete sympathy with the student as the latter grapples with hard intellectual problems, and may be counted upon for kindly personal help every time. Evidence of the efficiency of the professor's work is found on every hand. For example, it is not the purpose at Lawrence to do graduate work; yet students are so impressed with the thoroughness of the work that they sometimes prefer to take one or two years of graduate work here rather than go elsewhere. This is notably true at the present time in the departments of Chemistry and of English.

#### THE ANCIENT CLASSICS.

THE main purpose in all undergraduate instruction is to make the student familiar with the civilization of the present, that is, the civilization that has been built up upon the foundations of the past. To make new discoveries, to open new vistas of truth is not expected of the undergraduate, but is reserved for the post-graduate. A very large share of our present-day culture comes from Rome and Greece and familiarity with their literatures is necessary for the student that wishes to reach the high water mark of our advanced civilization. The Classical Languages are thoroughly taught at Lawrence. In the competition for the Rhodes scholarship there is opportunity to make comparison with other institutions in this particular. The subjects of examination are Latin, Greek and Mathematics. Candidates from the various colleges of the state have participated in this contest; only two thus far have succeeded in passing the test, the Madison candidate and the Lawrence candidate. Also, classical alumni from Lawrence have recently



won distinction in the graduate school at the University of Wisconsin. I have in mind two graduates, one of whom, in open competition, was elected to a Classical Fellowship, while the other is Freshman instructor in Latin.

I might speak in detail, did time permit, of the work of the several departments at Lawrence, of the English, the Modern Languages, History,



CARNEGIE LIBRARY.

Economics and Sociology, Philosophy and Religion, Mathematics, the various Natural Sciences; suffice it to say all of these are most thoroughly organized and are most prosperous. The large universities seem to be reverting to the methods of the small college in certain essential particulars. Princeton has introduced the tutorial system and other universities are adopting modifications of the same, in order that small groups of men may be brought under the instruction of the individual teacher.

#### ATMOSPHERE.

**M**UCH depends upon the very atmosphere of a school. While intellectual standards are, in the main, determined by the faculty, there is nevertheless a reflex influence from the student body, that is either inspiring or depressing. The Lawrence students are an earnest, diligent company of

young people with exalted purposes and ambitions. All the traditions of the school tend to foster the spirit of work that dominates the institution. Lawrence offers the special inducement of free tuition and free incidental fee to the graduate of every high school that has made the best average standing in scholarship. Thus many of the brightest and best scholars of the state come to Lawrence and help to develop a high intellectual tone in the college community.

Another helpful influence is brought to bear upon the *esprit de corps* of the college by the four cash scholarships of \$100 each, offered to members of the Freshman class on the basis of a competitive examination in high school English, Latin and Mathematics. These naturally attract the strongest students and the method of making the award prompts them to their best effort. The winners last September were Jay C. Youmans, of Oshkosh, Mabel S. Olson, of Eau Claire, Marjorie Hall, of Antigo, and May I. Johnson, of West Green Bay.

#### PRIZES.

PRIZES are offered as incitements to the highest intellectual endeavor in the following subjects: Declamation, Oratory, Greek, English Composition, Political Science, English Literature, Latin, Chemistry, and for the highest average class record of the year. These prizes are of various values, the highest being \$100.

Also, the best student of the senior class is elected to a graduate scholarship of \$225 at the University of Wisconsin.

#### CLUBS.

VARIOUS club organizations at Lawrence have for their purpose mental improvement in particular lines of work. Such are the German Club, the French Circle, the Chemistry Club, and the Latin Club. The faculty holds meetings where papers on pertinent topics are read and discussed.

Public addresses and lectures are numerous and include not only those of general interest but also those of a technical character. Among the publications are The Lawrentian, The Ariel, The Bulletin, and The Alumni Record.

#### THE "INTER-ACADEMIC."

THAT Lawrence is a leader in intellectual activities is well exemplified by the annual literary contest called the "Inter-Academic." This is held at Appleton about the middle of May each year and aims to encourage excel-



lent work in the high schools and academies of Wisconsin. The contest consists in a series of examinations in high school Greek, Latin, English,



STEPHENSON HALL OF SCIENCE.

German, Mathematics, and Science. All students of the high schools and independent academies of Wisconsin are eligible candidates. Three hundred dollars (300) are given away in cash prizes, that is, fifty dollars in each of the six subjects of examination. There is a first prize of \$30 in each subject, and a second prize of \$20, and also a first and second honorable mention. Last May, West Division High School, of Milwaukee, won the most points in the contest, while Wausau was a close second.

The "Inter-Academic" Literary Contest as maintained by Lawrence has, it would seem, no parallel. There have been prize contests where one pays a registration fee for the privilege of entering the contest; but in the case of the "Inter-Academic" there are no fees, in short no extraneous conditions whatever. It is unique and well illustrates the altruistic animus of Lawrence University.

# Social Life at Lawrence.



HERE it is—the College. In the middle of the campus is the University Hall standing forth in substantial dignity, inviting you to inspect the other buildings ranged at a respectful distance behind it, and casting a sidewise glance of pride at the new library across Union street. The new student walking in from the Avenue for the first time, feels an unmistakable thrill of exultation as he thinks: "This is my college." And to the loyal alumni it is the most beautiful college in the country. Yet they know that in every state in the Union there are many such places to which loving hearts turn with as much affection and enthusiasm as their own do to this one on the banks of the Fox. And when they think of this, they may stop and ask themselves seriously: "What is there about the college that holds me to it as it does? What has my college life meant to me?"

The time has long since passed when educators looked upon the knowledge of books and the culture of the intellect as the sum and aim of education. More and more generally are they coming to recognize the many different phases of our nature, and to hold that the equal culture of them all is necessary to true education, and more and more generally are colleges providing means for this manifold development. The class rooms afford place and means for the training of the intellect, the Christian Associations offer sources of spiritual strength and growth, and the field and the gymnasium make possible the physical development that has come to be regarded as a necessary accompaniment of education.

But there is one more phase of our nature which we are apt to overlook as unimportant or, if we do think of it at all, to think that the training of it belongs to the home rather than to the college. This is our social nature. One can acquire an influence most quickly, perhaps, and exert it most strongly through the social life, and hence the social life should not be left to develop itself haphazard, but should be cultivated as systematically as should the abilities of the intellect or the physique. The college recognizes this duty of providing such education for its students, and seriously and carefully sets about its fulfillment. Through its kindly influence, the shy girl comes to forget her diffidence and the awkward boy his self-consciousness, and both grow into that maturity, noble in tastes and ideals, and regal

in its self-forgetfulness, which is the worthy of ambition every high-minded person.

It has become almost a truism, so often has it been said that "human nature is the same the world over." Especially is this true of student-human-nature. Every year they come up in September, these students, timid girls just out of High School or even from the grades, homesick and wondering at everything, in the strange, new life, if not really frightened by it; boys, quite as timid and homesick, but putting on a brave pretense of mature acquaintance with the world and an anxious responsibility for its judicious management. Every year in June they go out—calm-eyed, high-souled women, and men of firm purpose determined to play a man's part and do a man's work in that great vague something we so complacently denominate Life. What has made the change? How has the impulsive, illy-poised boy grown to be the man of well-defined purposes and quiet bearing? How has the emotional girl come into the self-possession that is one of the chief charms of her womanhood? Not by the study of books alone; not by physical training merely, not by spiritual exercises even; but especially by a careful training of the social nature.

At Lawrence the social life is attractive and healthy. It is largely dominated by the Christian Associations; the fact that these organizations are open to all students makes it possible for them to influence a larger number more helpfully than any other organization could. No opposition, no rivalry narrows its membership or restricts its influence; but to every one, from the timid or over-confident Freshman to the Senior, entering, perhaps reluctantly, upon his last year, it extends a hearty welcome and offers manifold opportunities to get and to give unlimited help and encouragement.

When the student arrives in Appleton, or indeed as soon as he reaches the Junction, he is likely met by a group of students wearing the blue and white, who speedily make themselves acquainted with him, help him about his baggage, show him the way to the campus or to a boarding place, and assist him through the process, mysterious and incomprehensible to the uninitiated, of "registering." And through it all there grows upon him the impression of the utter friendliness of the place to which he has come; and this impression continues to grow as, day after day, he finds his homesickness charmed away by cheery smiles and friendly inquiries, and his difficulties of inexperience lessened by helpful suggestions from the ripe experience of his new acquaintances.

At the end of the first week, the Christian Associations give their opening receptions—the Y. W. C. A. holding theirs in their own rooms, and the Y. M. C. A. taking possession of the gymnasium. Here the newcomer has the opportunity of making the acquaintance of the students he has already met, and to begin to enter personally into the life of the college instead of remaining a spectator.

The next week the two Associations join in the "Walk-around." This



ORMSBY HALL.

is an event in the life of the new student, and the old student has not ceased to think of it with fondness. Its name quite accurately describes it; it is really a walk around. It is held in the gymnasium. On this eventful night, as soon as the guest has passed the reception line, he is seized by some member of an active committee, who thrusts upon him some card or symbol by which, as he learns later, he is to make himself acquainted with as many people as possible. A suitable time is given for this purpose, and then the business of the evening—the Walk-around—begins. There is a sort of Master of the Revels who has this in charge, and he uses his utmost



ingenuity to invent as many and as novel methods of varying the walk as possible. Sometimes these new methods work out awkwardly, but this awkwardness is only temporary and is really a part of the fun. The student is not to be disconcerted and feel himself aggrieved if he suddenly finds himself alone, while all the rest step briskly along in the procession, evenly matched up, youth and maiden. He will very soon see the maiden that chance has allotted to him, gazing about in helpless embarrassment and wondering why he does not come. In a few minutes they will have found their places in the "Walk," and can watch appreciatively similar experiences that will be occurring all the evening.

By the time the "Walk-around" is over, the wide-awake student will have gotten his "bearings" quite accurately. When later he begins to think of identifying himself with other organizations of the school, he can do so intelligently. But whatever other affiliations he may enter into, he can likely trace to this one event, the formation of acquaintances that are pleasant and helpful and for which he will be the stronger throughout his college course and throughout his life.

Each year brings to the college social events that are individual and that vary from time to time. They are all of them healthy and invigorating. The wide-awake student who shows himself friendly can find all the social recreation he needs and all he has time for.

On Hallow E'en, the entire student body is invited to the President's house fittingly to observe the night. This has come to be an established event in the social year, and is one of the most pleasing. The whole house is given over to the students, and every device which kindly ingenuity can originate for reading the future and for performing other rites peculiar to this night are provided. Ghosts and kindred dignitaries lurk in unexpected places or mingle freely with the guests, exerting whatever authority or executing whatever office may be their peculiar charge for this one night. Jack o' lanterns glower or smile on every side according to their disposition, and for the time being the guests move in a time of witch-craft instead of in our prosaic, common-sensical twentieth century. The President and his wife give themselves up heartily to the spirit of the hour, and manage to convince the students that they are as sympathetic and as much interested in their pleasures as they are in the more serious aspects of their work.

The girls who live at Ormsby Hall have many good times that are not open to those living outside. The increasing number of girls in the Hall

makes necessary and desirable the encouragement of all those elements that would give it certain features of genuine homelikeness and would save it from ever seeming merely a place to stay. Hence all the ingenuity and originality of girls and teachers alike are called into requisition to furnish amusement. Friday nights and vacation days scattered along the semester are times of general merry-making. At Thanksgiving a general good time



is devised for the girls who remain in the Hall for that vacation. The numerous boxes from home which every express brings, "furnish forth" many a cosy "spread," and sociability even more genial than usual, pervades the entire Hall. Each valiantly reinforces the other in the battle against homesickness. On Thanksgiving evening there is a General Assembly in the Hall parlors for the purpose of co-operative merry-making. This year it took on the nature of a fancy dress party, and by the hour of nine representatives of nearly every nation and condition of society were mingling freely together. The sweet girl graduate simpered pertly up to her grave grandmother; a sedate Quaker found herself cornered by a butterfly of fashion, while a fresh Dutch maiden compared notes with an Irish immigrant who had just arrived, or with an Indian maid who was being driven from the hunting



grounds of her fathers. Every one entered into the spirit of the character chosen, displayed her abilities and characteristics and did her share in preserving the general oblivion of what the "home-folks" were doing.

Throughout the year, there are staid and carefully planned functions; it may be a return to the days of witch-craft, at supper on Hallow E'en, before adjourning to the President's party, or a Valentine party on that saint's day, or a Colonial party on Washington's birthday, or a fete "to do observance to the morn of May." But whatever it be it brings much healthy pleasure, and affords at once an outlet and a gratification for the spontaneous good spirits of youth.

No small part of the social life of Lawrence centers in the literary societies and the sororities and fraternities. Of the literary societies there are four for college students, two for men and two for women; and by natural affinity or traditional understanding, these group as brother and sister organizations. Twice each semester each brother and sister society has a "joint meeting," which is not a literary but distinctly a social affair, and generally very cleverly planned and carried out. Indeed these occasions are much looked forward to by all the students and greatly enjoyed. In



their regular weekly gatherings the literary societies have a social feature in the way of a recess where associations are more warmly formed and friendships more firmly fixed.

The sororities number four and the fraternities three, the members of the latter generally living together in fraternity houses. These organizations have many good times, and pleasant social events. The sororities are frequently entertained delightfully in the homes of their patronesses who represent some of the choicest women in the city. Often the functions given by the patronesses are elaborate, and of decided value in social culture. Each fraternity and sorority, besides its lesser entertainments, gives each year one elaborate social function.

While society life is not carried on at Lawrence so as to interfere with school duties, and while it is under the supervision of the faculty, it offers fine opportunities for close friendships and many delightful social experiences.

The football banquet at one of the hotels has come to be one of the important social events of the year, and is participated in by a majority of the students. After an elaborate menu come the toasts and college songs and other features which make it an occasion to be remembered. Other social events such as class parties and class rides, space fails us to describe.

One feature of the social life at Lawrence is its inexpensiveness. At most of the large universities to be in the social life of the college means that large drafts must be made on one's financial resources. Many students in these institutions find that such expenses equal or exceed all other college expenditures, nor is it possible to have an enjoyable time in college without this. But at Lawrence the reverse is true. Most of the social events are free, and none of them are beyond the reach of the poorest boy and girl. A few dollars a year, say five or ten, will admit a student to all the social events of the college year. Indeed without any expense one will find many enjoyable things to attend.

The college graduate is looked upon as being especially well-fitted for leadership in all lines. He must be able to command wherever circumstances shall demand it. Whether it is to lead a club or reading-circle in his home town, or to plan the year's work for the Epworth League or the Christian Endeavor, or to direct the social pleasures of the community, the college graduate is supposed to be equal to every demand that may be made. Everywhere he is expected to bring home new ideas and ideals. Unless he has had some training in leadership and responsibility, he can never meet the demands that will be made of him. This training he can get only as he enters into all phases of the college life. And who will undertake to say that the social training he may get may not be of the greatest practical help

in enabling him to make use of the knowledge he has acquired in other departments?

Sooner or later we are all likely to live largely in our memories. The time may come when we shall not form acquaintances with the zest we once did, and when our interest in things about us will be more perfunctory and less spontaneous than it once was. Then the treasures of our memories will



LAWRENCE SCHOOL OF MUSIC.

reveal themselves, and will take on a value we little dreamed they possessed. And not the least precious and inspiring will be those memories of happy college days, when each one brought its treasure for our choosing. There may be a good deal of regret for the frequent unwisdom of our choice, but still the halo of golden youth will cling about the time, and however gray our later years may be, these four will live on in our memory in undiminished brightness.

# Athletics at Lawrence.



THE recognition of college athletics as a function of college work is of recent growth. The sole function of a university was for centuries regarded to be to make the mind a storehouse chiefly of facts and dates and the Greek and Latin languages. Not until 1812 at the military college of Sandhurst, was the first systematic attempt made by a college to assume athletic instruction as one of its functions. And it was not until the last twenty-five years that the American college felt the duty of caring for the student's physical needs.

When once athletics were introduced into the schools events moved with rapid pace. The Eastern colleges were the first to take up the new movement. Western institutions of higher learning, however, soon followed their example. Track athletics, field athletics, gymnasiums, athletic instruction, a multiplicity of methods, drills, etc., for physical development have rapidly crowded upon us.

Lawrence has been a part of this changing condition that has swept over the college life of America. Until about 1890, the institution did not consider physical training a function of its being, but regarded it as a matter of personal taste or preference. About this time, however, there was an awakening and track athletics were introduced. Contests were organized, and field events run off among the students themselves. These feeble outbursts of the student body soon led to the holding of contests with the colleges and normal schools in the immediate vicinity. Track and field meets and base ball games were the prime physical features of those days. Little or no training of any kind was engaged in. Not until 1893 was football introduced. This gave a new impetus to athletic training. Then appeared the coach to teach and drill men in the intricacies of the game. These student activities grew in momentum as the years passed but they were wholly student affairs. In 1900 the University assumed control of athletics as one of its functions. It purchased an athletic field which was enclosed and fitted up, a running track, a grand stand, and a baseball diamond. A gymnasium was built and a physical trainer employed. Immediately organization was seen everywhere. Basket ball, track events, field events were drilled upon. Football became strenuous work, second teams were organized, and a process of working all the crude material into form and establishing a firm base of



supply for each succeeding year was inaugurated. A system of prizes for football men, track men, basket ball men, was instituted, and athletics took a strong place in the life of Lawrence.

Lawrence has a good equipment for athletic work. The field already referred to is large and excellently adapted to out-door work, having a running track around it, and the needed arrangements for all kinds of out-door games. The Alexander gymnasium is a good building and well equipped. It has a practice room, 100 feet by 50, a running track in the form of a gallery about it, an apparatus room, a trophy room, an auditorium, two offices, measuring rooms for men and women, a football room, locker rooms for men and women, a bowling alley, shower bath rooms for both sexes, a swimming pool, and other accommodations. It has an extensive equipment of all kinds of apparatus and a piano. The gymnasium is open from 9 A. M. until 6 P. M., and is often open in the evening. Few colleges are so well equipped for athletic work.

The work in the gymnasium is carried on by two teachers, a physical director for men and also a teacher for women. All students unless excused are expected to take physical training during their Freshman and Sophomore years. Those who are on teams and do regular outdoor work, do not have to take the class work. The gymnasium work is carried on by a series of classes, organized among both men and women. Physical examinations are made of each student, and he is given a chart, showing his exact physical condition. Instruction, when there are weaknesses, is adapted to the student's need. Credit is given for this class work. The regular classes introduce the play elements so as to make the work attractive. Those who desire may elect advance work and take physical training during the entire course.

The class instruction is, however, only a part of the work done in the gymnasium. The students are given full privilege to use this floor for all kinds of athletic exercise and sport. Basket ball especially has a large place. Teams are organized and assigned periods to play, so that a few students cannot monopolize the floor. Work on the apparatus is carried on under the supervision of the instructor, as is running, jumping, vaulting, and other training. The gymnasium is thus both a place of training and of sport. In it students can get relief from the tedium of study, and develop a vigorous constitution, as well as have a great deal of pleasure.

At Lawrence there are many athletic events during the year, and of all kinds. First in importance come the regular team work, football in the fall, basket ball in the winter, and base ball and track athletics in the spring. Contests are held with various colleges and universities. No college in the state enjoys the privilege of athletic relations with so many of the large universities. For several years the Universities of Wisconsin, Minnesota, and Dakota, and the University of Chicago have been on our football schedule. Lawrence has been recognized as the leading small college in football in the



ALEXANDER GYMNASIUM.

middle West, having only lost one game with a college team during the past six years, and held the state championship during five of these years. No other college in Wisconsin or neighboring states has such a record. Many of these games are played at Appleton. The track work of Lawrence has always been strong, and while she has several times been defeated, her victories far exceed in numbers her defeats. She has repeatedly won not only over the colleges of the states, but of adjoining states. The basket ball contests are more numerous. Not only are games played with other colleges, but there is a series of interclass contests for championship honors. The pentathlon contest is more in track work and is between classes.

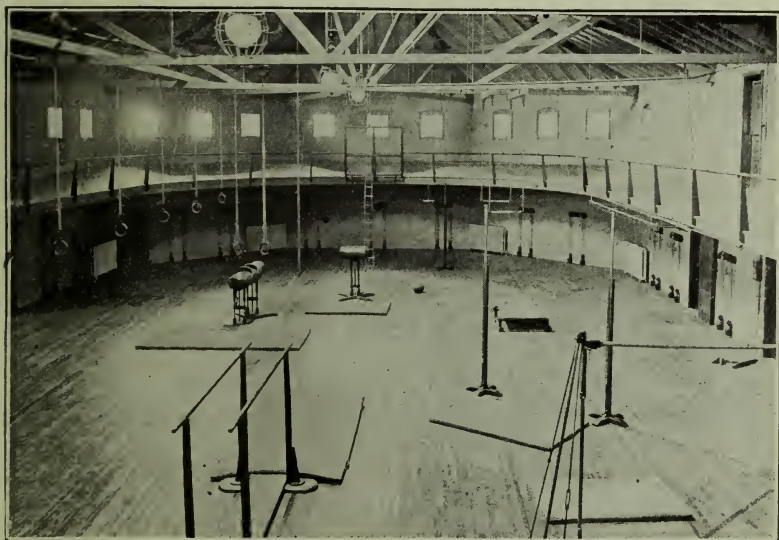
Besides the games played by the students, there are two important and interesting athletic events each year. One is a basket ball tournament between the winning high school teams of the state which is played in the



gymnasium under the auspices of the Athletic Association. A series of badges, cups and medals are given winning contestants. The event is of great interest. Like it is the athletic contest between high school track teams in May. Usually from 150 to 200 athletes compete in this great contest and vast crowds attend. After the meet the visitors are entertained at the gymnasium and awards of medals, cups, and other prizes given.

It would be interesting to give a list of Lawrence victories in all kinds of athletics, to name her star athletes, and quote their records. But space is too limited for this. Lawrence men have held some of the highest individual records among the colleges of the country and she has been conspicuous among the smaller institutions for the victories she has won, as has been stated above, in all kinds of athletics and especially in football.

Lawrence is just about to take a new step in her athletic development. It has been felt for some time by the faculty that there is a demand for more



INTERIOR OF GYMNASIUM.

extensive work than colleges usually give in athletic training. The play element is proper, but physical education is another and more important thing. It has reference in a larger way to health, and development. Beyond the pleasure of athletic victory is the physical good of the entire student body, and the thorough training of those who may desire to act as physical

instructors when they leave college. Systematic and extended courses have accordingly been developed, constituting a school of Physical Training. Those who complete this work will be given a certificate of graduation, and will be prepared to be physical directors, in schools, Y. M. C. A.'s, and gymnasiums. We know of no institution of college grade in the middle West that has a thorough course like the one we propose. The following is an outline of the work offered:

Gymnastics: (1).

Swedish gymnastics, body building, free hand work, and dumb bells.

Heavy gymnastics—elementary movements on parallel bars, side and long horse buck, vaulting and horizontal bar and tumbling.

Simple gymnastic games and contests.

3 hours attendance; 1 hour credit.

First Semester.

Gymnastics: (2).

(1) continued, wands, Indian clubs, bar bells.

Heavy gymnastics—more advanced work on all the heavy gymnastic apparatus.

Gymnastic and athletic games and contests.

3 hours attendance; 1 hour credit.

Second Semester.

Gymnastics: (3).

Advance light and heavy gymnastics for those who have completed 1 and 2 or the equivalent.

2 hours attendance; 1 hours credit.

First Semester.

Gymnastics: (4).

(3) continued, being more advanced.

2 hours attendance; 1 hours credit.

Second Semester.

Gymnastics: (5).

Methods of teaching. A discussion of the better methods of teaching; gymnastic selection. The student is required to assist in one of the regular classes at least one semester.

2 hours attendance; 1 hour credit.

First Semester.

Gymnastics: (6).

(5) continued.

2 hours attendance. 1 hour credit.

Second Semester.

Track Athletics: (7).

Lectures on training and theory.

1 hour attendance: 1 hour credit.

First Semester.

Track Athletics: (8).

Theory continued with practice.

3 hours attendance; 1 hour credit.

Second Semester.

Theory:

Methods and Equipment: (9).

The gymnastic and athletic field, construction, equipment, rules and management.

Before the end of the course the student is required to make original plans for both indoor and outdoor gymnasiums and athletic fields with full equipment.

Part of the time is given up to anthropometry.

Anthropometry:

Laws of human proportion and value of measurements.

Practice in recording measurements, making out charts, and in the use of special instruments for detecting and recording all abnormal conditions, such as spinal curvatures, etc.

Each student is required to measure a number of persons and record all physical defects.

1 hour attendance, 1 hour credit.

First Semester.


Human Physiology: (10).

Extended and thorough course in anatomy and hygiene.

With these facilities offered for the health and welfare of the student body there can be small doubt that the opportunities at Lawrence for physical training are among the best to be found anywhere in the West.

# Religious Life at Lawrence.



“T is easy to be good at Lawrence!” These are not the words of one who thought it wicked to have fun, but the estimate of a red-blooded, virile-hearted student who had come back after being out of college for a year. Lawrence is a Christian community. About eighty per cent of the students are professing Christians. This is a much larger proportion than maintains in the families comprising most church parishes. There are twice as many religious services at Lawrence each week as the average church offers its constituency. The intellectual, social and athletic activities are dominated by the Christian spirit. In fact, the religious life of Lawrence is the most vital factor of the institution.

New students are welcomed at incoming trains by reception committees from the Young Men's and Young Women's Christian Associations. Under the same auspices, a bureau of information is maintained during the opening days of the semester. Indeed, in every way that kindly courtesy can suggest, the strangers are assisted in the various arrangements preliminary to the regular work, and are introduced into the best associations of college life.

A chapel service opens the college year. From that time until Commencement it recurs daily. Since it is a matter of common experience that we all need more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students.

Prayer meetings are conducted weekly by the President. Probably there is no church represented at the institution which maintains an equally active and helpful service.

College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity and spirituality.

The Christian student Associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. Worn-out phrases and thread-bare experiences are not at home in them. The spirit manifested is that of healthful, aggressive, conquering Christian manhood and womanhood. They furnish incentive for striving toward the best things in life. Every new student is

publicly, privately, and repeatedly invited to become identified with one or the other of these associations, which crystallize the right living and high thinking of the institution.

Special religious services are conducted every year under the leadership of the best talent available. A distinguishing characteristic of such meetings is the degree of naturalness and reality with which the students participate. Cant and emotionalism are distasteful to college students. So true is this that their attitude might be mistaken for one of unresponsiveness, yet



DR. WILSON S. NAYLOR, Professor of Biblical Literature.

they weigh appeals that impel to decision, and decide with the earnestness of profound conviction. Usually the decisions are quietly and unobtrusively made, because so genuine and vital.

Several times during the year the Christian students organize prayer circles of congenial groups. Some of the best religious work of the institution has been accomplished in this quiet way?



Devotional Bible classes, open to all students, are maintained by the Christian Associations. The courses of study are entirely devotional and their aim is to guide in helpful Bible study and meditation. The "Morning Watch" is particularly emphasized as suggesting the best time to pursue the daily readings. The class hour is given to emphasis upon the practical teachings of the week's study.

A widening view of Christian life and opportunity is presented in the missionary reading and lecture courses of eight sessions each year. The students enroll under the name of the country and people studied, as, "The Africa Club," "The America Club," and the like. A large number eagerly avail themselves of the privilege of thus acquiring an intellectual touch with the great world movements of current missionary history.

The Christian Associations conduct occasional missionary meetings at the regular Sunday evening devotional services. The volunteers for foreign missionary work are organized into a Student Volunteer Band. The size of this band ranges between ten and twenty from year to year. The young women maintain a "Darning Club" for a part of each year and read together from the most attractive missionary literature.

All teaching at Lawrence is from the Christian point of view. The fact is recognized that the attitude of the instructor is most vital, and that the same course of study taught from different view-points may stimulate or unsettle one's faith. The study of philosophy, sociology, history, literature, or the sciences, is inevitably and essentially either an aid or a hindrance to the development of Christian character. Which it shall be depends largely upon the view-point and emphasis of the teacher. The character of the instructor is, after all, the greatest factor in education.

It will readily appear from the foregoing that the departments of Ethics and Religion, and of Biblical Literature, so far from being the only representatives of Christian teaching in the institution—as might erroneously be thought—rather co-operate with all other departments in supplementing the special factors for developing the religious life of Lawrence. While the new approach to Bible study, which modern scholarship makes possible, is a decided incentive to interest, emphasis is here laid upon the more significant fact that all other branches of study are taught from as genuine a Christian standpoint as is the Bible, and conversely, that the Bible courses in the history and literature of the Hebrew and Jewish peoples are offered on the same basis as are the courses in the histories and literatures of other peoples.



That is, that a liberal education demands an appreciation of the cultural value of the Book that has been the greatest dynamic in the progress of the past two thousand years.

A college pastorate is maintained at Lawrence, in so far as the duties of the class room permit the Professor of Biblical Literature to fill that position. He does not seek to do the work that naturally belongs to the Chris-



OBSERVATORY.

tian students, but purposes to co-operate with them and with the faculty in promoting right living and high thinking in the college community.

While it may be questioned whether it is easy to be good anywhere, it must be evident from the foregoing that, "if there be first a willing mind," any student at Lawrence, who makes a real fight for character, can win out. But it is a fight, and a hard one, here as anywhere.

"It is qualities that fit a man for a life of usefulness, not the mental possession of facts," says a writer in the *Cosmopolitan*. "The school that best

helps to form character, not the one that imparts the most information. is the college the future will demand." While insisting upon a high grade of scholarship among her students, Lawrence stands for qualities—character—*now*, and solicits the patronage of those who are in advance of the times in demanding for to-day what, according to the writer quoted, belongs to the future. The article referred to proceeds to call attention to the fact that bad habits, such as the use of tobacco, are practically encouraged in the large universities by the example of both upper classmen and professors. "Cigarettes are optional, (at the institution cited in the same article) but a stranger seeing the devotion to them would surely suppose the practice of cigarette smoking was compulsory." Regulation, example, and college sentiment, discourage unclean and demoralizing habits at Lawrence. If smoking unfits a man for athletics, it unfits him for his best work—character building. For such reasons Lawrence focuses upon qualities—character.





